

THE SOUTH INDIAN TEACHER

Vol. XXXVII

AUGUST 1964

No. 8

EDITORIAL

THE 54TH MADRAS STATE EDUCATIONAL CONFERENCE

A Review

The 54th Madras State Educational Conference held recently at Kumbakonam was a unique one. Representatives from the various parts of the State had gathered and were present at all the proceedings on the three days 21st to 23rd May. The venue was the Town High School situated in the hub of the city and the personal attention devoted by the organisers and the interest taken by the authorities of the School and by the public, contributed mostly to the success of the Conference. The *pandal* in the open space of the School was the venue of the main Conference and the sectional Conferences; it was very well furnished to provide every convenience to the delegates. Accommodation and boarding of the delegates was arranged in the premises of the High School; delegates had every convenience and the excellence of the meals and breakfast spoke highly of the generosity of the organisers. An exhibition was organised in the premises and entertainments were arranged on the first two days. Facilities were also given for delegates to go on excursion to neighbouring places.

Sri Karupppiah Moopanar, Chairman, Reception Committee, deserves our gratitude and congratulations for personally attending to every detail relating to the Conference, especially the reception to delegates. Under his magnetic influence the public of the locality responded admirably to the call of duty and interested themselves so

well in the task of organising the Conference that they made the Conference a memorable one. Much indeed we owe to Sri A. V. Thirumalaisami, Pro-Chairman, Sri K. V. Rajagopala Iyer, General Secretary, the band of devoted teachers and volunteers working under them. Pupil volunteers and teacher-volunteers were in the premises of the building day and night and with an enviable smile attended to the needs of the delegates and to the conduct of the proceedings.

The delegates were all happy that they had with them all the time, the gem of the profession, Sri A. Srinivasa Raghavan, the President of the Conference. Being himself a devoted teacher, Sri A. Srinivasa Raghavan delighted himself very much in the company of the teaching fraternity and gave every possible guidance to the Subjects Committee and even sat late at night giving his valuable suggestions regarding the resolutions to be passed at the Conference. At the Subjects Committee meetings and at the open session when there were heated discussions and serious arguments, a mild word of his, so much pregnant with meaning, would bring down in a minute the vehemence of the speakers. His speeches in Tamil were listened to with greater interest; they were so sweet and impressive. His ready sympathy for the teaching profession could be realised by the way in which he pleaded on behalf of the affected teachers in aided Secondary Schools. At the same time he stressed again and again that every teacher should maintain the dignity of his profession.

We owe our grateful thanks to Sri S. Balakrishna Joshi, Headmaster, Hindu Theological High School, Madras, for inaugurating the Conference, Sri. G. R. Damodaran, Principal, P. S. G. College of Technology, Coimbatore, for Unveiling the portrait of the late Sri T. P. Srinivasa Varadan, Srimati Saraswathi Srinivasan, Hedmistress, Rajah Muthiah

High School (girls), Rajah Annamalai-puram, for delivering the Sabhesan Memorial address, Sri M. Rajah Iyer, M.L.C., Sri S. Narasimhan of Madras and every other distinguished member of the profession for contributing to the success of the Conference. A beautifully got up Souvenir was published by the Reception Committee.

A "CRASH PROGRAMME" OF EDUCATION

(to stepup standards, avoid wastage, conserve special talents and solve the problem of shortage of teachers)

By M. S. V. CHARI, *Tindivanam*

1. Make Padagogy a compulsory course of study in the Arts and Science Colleges.
2. Remove age-restrictions for teachers at *all* levels, making a medical certificate of physical fitness the only limitation.
3. Try to man our primary schools with superannuated graduates.
4. Introduce immediately the system of teacher-training through correspondence course supplemented by a requisite course of practical teaching.
5. Introduce morning and evening teacher-training courses for *all* who are willing to undergo it *without any age restrictions*.
6. Introduce the system of employment of part-time teachers in the case of subjects like Maths and the Sciences by recruitment of graduates in these subjects who are engaged in other walks of life in the same locality and making it possible for them to undertake the job by making suitable adjustments in the school time-tables.
7. Do not withhold pensions during the period of employment as teachers in the case of pensioners.
8. While employing teachers in the rural area, as far as possible choose those who belong to the locality, i.e. the same Taluk or District.
9. Substitute the present rigid system of education by a more flexible one, adaptable to the varying aptitudes of the students like introduction of the G.C.E. system of education or one approximating to it.
10. Abolish the present system of standards in schools according to chronological ages and adopt the 'mental' age as the criterion ; or, group the averages, the under averages and the intelligent and allow, the averages separately instead of huddling them all together and devise varying periods of schooling suited to their different intellectual paces, with special reference to the underaverages and slow learners.
11. Make an ample use of educational films to make up for our poor laboratories
12. Introduce subjectwise promotions to conserve special talents in particular subjects.

54th MADRAS STATE EDUCATIONAL CONFERENCE

SECTIONAL CONFERENCE OF HEADMASTERS

A Report

The Sectional Conference of Headmasters was held from 2 p.m. to 3.30 p.m. on 21-5-64 in the Conference Pandal. Sri S. Narasimhan, B.A., L.T., Correspondent and Headmaster, Sir M. Ct. Muthiah Chettiar High School, Purasawalkam presided. The conference began with silent prayer. Sri K. Venkataraman, M.A.L.T., Headmaster, Town High School, Kumbakonam and Convener, Sectional Conference of Headmasters extended a hearty welcome to one and all. He mentioned the New Pattern of Education, the introduction of Free Secondary Education, the need for recognition of the salary of teachers as it stood on 31-3-64 etc. The various difficulties facing the Headmasters were also mentioned. In the President's speech Mr. Narasimhan, spoke about the frequent changes in the curriculum and about the need for the enunciation of Educational policies.

He explained to the audience as to what happened when some representatives of Aided Secondary Schools met the Minister.

Sri T. S. Rajagopalan, Headmaster, Hindu High School, Triplicane and Secretary, S.I.T.U. read a paper on "Free Education and its implications." Sri K. Krishnamurthi, B.A., L.T., Headmaster, George High School, Vishnupuram pointed out in his paper on "Administrative Problems" how the M.E.R. required many modifications. Sri M. A. Rajagopala Iyengar, B.A., L.T., Headmaster, T. A. High School, Tiruvidamarudur spoke about the new pattern of education.

Then a panel consisting of :

1. Sri A. K. Sitaraman, B.A., L.T., President, S.I.T.U. and Headmaster, P. S. High School, Mylapore, Madras ;
2. Sri T. S. Rajagopalan, Headmaster, Hindu High School, Triplicane, Madras ;
3. Sri S. Narasimhan, B.A., L.T., Headmaster, Sir M.Ct. Muthiah Chettiar High School, Purasawalkam, Madras ;
4. Sri M. Raja Iyer, Headmaster, Rajah's High School, Ramnad and
5. Sri K. Venkataraman, M.A., L.T., Headmaster, Town High School, Kumbakonam, and Convener, Sectional Conference ;

answered several questions put by the members of the audience. It was explained that the salary drawn cannot be diverted to other purposes. The fixation of salary for superannuated teachers who have completed 55 or 58 or 60 was discussed at length. Pay after superannuation and pension cannot exceed the last pay drawn. Now that the age of retirement has been raised to 58, teachers who are 55 to 58 will have to be considered for appointment as Examiners and Assistant Engineers for the S.S.L.C. Examination.

With a vote of thanks proposed by the Secretary, the Sectional Conference concluded.

**Welcome Address presented by Sri K. Venkataraman,
Headmaster, Town High School, Kumbakonam and Convener
of the Sectional Conference of Headmasters**

Mr. President, Ladies and Gentlemen,

As the Convenor of the Sectional Conference of Headmasters, it gives me great pleasure to extend to you all a very hearty welcome.

We live in a period of great stress when we are faced with problems of all kinds. It is our duty to surmount all obstacles and continue to do our work cheerfully by the generations of pupils that are entrusted to our care.

The pattern of education is as unsettled as the fate of many countries that have won freedom. We do not know what is going to be our ultimate pattern. We have been making changes and changes with the result that our standards have become deplorably low as evidenced by the poor performance of our pupils in examinations held in All India basis. The genius of South India has been stifled for long. It shall no longer be. We should see to it that our children get the best type of education so that they may take their legitimate place and not lag behind.

The progressive state of Madras has been the pioneer in many good things. It is so in the introduction of the scheme of Free Secondary Education. We welcome it and we congratulate the authors of the Scheme. At the same time it should be mentioned that the problems created by the introduction of free secondary education are many and harassing too. It has caused the minister to state that if it becomes necessary the state will not hesitate to take over some of the aided Schools. Why should any School that has been doing good work all these years be taken over by the State? The introduction of free Education should help these Schools to continue to do their good work and not close down and be handed over to the state in a plate. We are disappointed to hear such a statement. Will it not

be encouraging if it is said these Schools will be helped to function efficiently? I do feel that there should be a change in the attitude.

Does this mean that we have not made our position clear? Have we failed in making effective representation about the way the schools are affected? But approach is far from agitational. But it should not prove futile. We should resolve here and now that we will not allow ourselves to be trifled with in this way. Our rights and privileges should be recognised and respected. The recent orders regarding the payment of the salary by the government need revision. For the first time we hear the words, "Approved pay." What is it? Have you ever been informed about it. Have the Auditors pointed out the same to the Managements? Has the Government ordered any recovery of excess pay over the approved pay. There are a number of items that are disallowed by audit and ordered to be made good. When such is the case the salary as it stood on 31-3-64 must be accepted and as long as it is within the scale provided, the benefit of future increments must also be allowed. Even in cases where the present pay exceeds the maximum of the prescribed scale the difference should be treated as personal pay.

The introduction of free Secondary Education must certainly help the Schools to function efficiently by meeting the normal expenses. If there is a cut in such expenses it will certainly tell upon the quality of education that is imparted. The State should be made alive to the fact that expense under education is as much an investment as in the industrial or any other sector.

The status of teachers is what it is and the state should atleast now come forward very boldly to raise their sta-

tus and thus ensure a noble band of efficient teachers. When the cost of living is soaring, the Government should see that the position of the teachers is not in the least affected. Hundreds of Schools may be opened and thousands of children may be enrolled. An army of teachers may be employed. But as long as the teacher is not kept above want the whole scheme will crumble like a house of cards. Let not the State think for a moment that it can achieve much by trifling with the salary of teachers. Let us hope that our State will still come forward boldly to recognise the present position of teachers and even go a step further to offer decent and better scales of pay so that this noble profession may attract men of talent.

In this Sectional Conference of Headmasters, I should also mention the

difficulties that face the Headmasters. The ever-changing pattern of education, the rules and regulations that are always changing, the unattractive syllabus, the lack of response on the part of pupils, the lack of appreciation of parents, the ever-growing interference by other agencies—all these add to the burden of our work. We will do our work cheerfully under any stress but we should not allow ourselves to be overpowered or subdued by other considerations.

I do hope that this Sectional Conference of Headmasters will discuss all difficult things which face us now. It is my fervent prayer that we should be blessed with success in our work.

I thank you all, Ladies and Gentlemen, and once again with great pleasure I extend to you all a very very hearty welcome.

HEADMASTERS AND THE CHALLENGES OF THE TIME

Presidential Speech of Sri S. Narasimhan

We are living in changing and challenging times. The frequent changes in the curriculum and innovations in Secondary Education are symptoms of the restlessness of the authorities and a general realisation that education, particularly secondary education holds the key to some of the major problems of a society that is trying to preserve all that is best in tradition and absorb all that is good and useful in the West for the moral and material progress of our nation. We are still at cross roads, and have not satisfactorily balanced the demands of ideals and concrete realities. The sooner we enunciate clearly our educational goals so far as secondary schools are concerned the better for the rising generation and the country as a whole.

The most important challenge both to Headmasters and teachers seems to me to be the curriculum and the process of making it. Let me enumerate

the things that still find favour with us; guidance of tradition, the influence of abstract principles and more than all the weight of authority. These are necessary to some extent, I admit, but I think the time has come for their reappraisal. The fixed syllabuses have to be replaced by a changing, growing body of information enriched and expanded by a great variety of meaningful activities. This does not mean that basic skills and adequate knowledge of subjects should be slighted, but only that they should be provided a congenial atmosphere. At the present day, curriculum-making has become a continuing process to be guided constructively by able leadership. People naturally look up to Headmasters and teaching faculties for leadership. They, in their turn, look up to such organisations as the National Council of Educational Research and Training, New

Delhi, Institutes of Education both here and abroad.

I may add that the S.I.T.U. Council of Educational Research enjoys a reputation for systematic work and dependable leadership. The London Institute of Education and the Teacher Training College, Columbia have exerted a profound influence on our ideas of education. Those who come from abroad to study our system of education are all of one mind that the West may gain balance from the poise of the East. The needs of the day demand a rapid expansion in international exchange of teaching talent. It is high time that we Headmasters showed our understanding of the country's educational needs and took the initiative, within the limits imposed on us, to thrash out definite principles of curriculum making. The part that we play in this has a direct bearing on our professional social status and integrity and too long have we played a secondary role on the matter of curriculum making our advice often going unheeded.

It is a common belief that education is an insurance against drudgery, poverty and a stratified social order. This is the driving force behind the demand for technical schools and university degrees. Parents seldom count the cost of providing children educational opportunities as stepping stones for careers in life. In the circumstances, the provision of secondary education for all in our State is a right step. I am sure that whatever drawbacks come to light in the course of its implementation will soon be set right.

Secondary education is carried on by three agencies, viz., Government, Local bodies and private bodies. The percentage distribution of the Schools managed by these different agencies in our state (for 1956-57) was as follows: Government 8.2; District Boards 32.3; Municipal Board 6.0. Private agencies run about 555 of the Secondary Schools in our State. The comparative efficiency of these schools is borne out by the distinction of their alumni not only in government servi-

ces but also in industry, commerce and press agencies. The future of our Secondary Schools under private management has now to be considered in the context of free secondary education. What was for the few twenty five years ago is now for the many who are drawn from different strata of society, a large majority of whom come from homes which, for several generations, have had no background of school education. That their tastes for academic studies are not pronounced is a matter of common knowledge. This situation requires a continuous system of guidance particularly during the first years of secondary education which would offer the pupil frequent possibilities of trial, choice and passage from one type of school to another e.g. from the academic to the technical schools. Now free secondary education in our State has been implemented in principle, but the benefit of a successful secondary school course suffer in contrast to those of the public schools, matriculation schools and Sainik Schools which by and large cater for the needs of children drawn from wealthy sections of the community. If free secondary schools should compete with the schools meant for the richer classes, the efficiency of the former has to be maintained on a higher level and the methods of teaching and learning geared up modified. If the situation is not diagnosed and tackled properly, the product of the free Secondary Schools is bound to be very poor. There is all the need to implement the recommendation (Sub-section 5 of No. 19 of the International Conference on Public Education, Geneva, 5th March, 1946) which runs thus "The greatest importance should be attached to the granting of substantial financial aid to gifted but needy children, not merely by granting them free tuition, scholarships or monetary grants, but also by recouping the parents for the loss of possible wages earned by the children, by helping towards the cost of board and lodging, and by providing for these pupils access to sources of information and cultural enrichment not available in their ordinary environment."

Only when such concessions are granted to the poor but intelligent pupils can the tone of instruction in the new type of schools be kept up.

I firmly believe that the aims of public schools all over the country are not very different from those of the proposed free secondary schools.

The object of this comparison is to stress the fact that the work of the secondary school Headmaster and his staff is on the same footing as that of the public school. In fact, work in the free secondary school is more complicated and taxing, particularly because the environment and general conditions of the school and the intellectual level of the pupils are lower than those of the public schools. On this rests my modest and legitimate submission that the salaries of teachers and headmasters of these free secondary schools should be on a par with those in public schools. To that end, our efforts should be directed from now on.

Apropos the ideals of secondary education, we have to evolve a formula to reconcile the claims of science and of religion. This topic has been in the air all along. It is needless for me to dwell at any length here on this subject. Discussing the question 'Freedom for What?' an anonymous

author summarises in *EDUCATION FOR TEACHING* (MAY 1961) a discussion on 'GOD, SEX AND SOCIETY'. According to him three things are needed for freedom to come into its own. I cannot do better than commend three things for your careful consideration. They are as follows:

1. Religion needs to be presented not solely as a system of dogmatic beliefs but as vital discovery, experience of life at its greatest and best—the life.

2. Science, the attitude of mind that place truth first, needs to be extended to the inner world of man just as much to the outer world; in particular, to the creative possibilities of that most extraordinary of energy-patterns, the human psyche; and not the 'sicy soul' only, but the soul in process of growth.

3. Education needs to bring these two fields of experience together in communicable form. Then and then only can it hand on the full heritage of freedom to the generations to come.

If we want our country to retain her hard won freedom we have to pursue the ideals stated above with such modifications as may be necessary. I trust that you will discuss the matter now raised and make appropriate commendations.

FREE EDUCATION

T. S. RAJAGOPALA AIYANGAR,
Headmaster, Hindu High School.

Introduction :

The introduction of Free Education in all Secondary Schools till the boys and girls appear for the School Final Examination, is a welcome reform and the Madras State Government carries away the palm and leads the other States as in the matter of provision of Mid-day Meals, supplying Uniforms and the school improvement scheme. Education is the birthright

of all and should be enjoyed by all irrespective of caste, creed and community. It is said that already 83% of the boys and girls in Secondary Schools are having free education and the extension of this is sure to be a boon to two categories of parents—the haves and have-nots. *Free Education* : This is a national reform of untold value as it leads to wiping out illiteracy and as it is sure to encourage

even the most poorly placed in society to educate their children. Since this scheme has been implemented, we shall do well to consider the position and roll of the teachers, managements, parents and pupils so that this scheme will work with perfection and the standard of education is kept as high as possible.

Teachers

This scheme has been discussed on the floor of legislature and the initial difficulties were considered in detail. To most of the members of the teaching profession the introduction of this scheme will do much good. Many aided Schools run by private managements could not pay their staff adequately and in time and instances have been brought to the notice of the S.I.T.U. and the Education department. Now the staff of such schools are certain that they will get their entire salary regularly and they will thus be free from the cares and troubles consequent on the delay in payment of their salaries. We are aware that the Government are considering the question of enhancing the emoluments of teachers and when the enhancement is effected the management need not worry about finding adequate funds for paying the staff, as it is the Government that is going to pay the full grant covering this increase.

However there has been an initial difficulty in the case of some private schools wherein the staff have been enjoying higher scales of pay. Schools were free to levy higher rates of fees for 10 months in the year and so with the fee income such schools could pay their staff more and by this kind of encouragement could maintain a high standard of education. The difficulties in such cases were considered at the meeting of the City Headmasters' Conference and by the Aided School Managements Association and when a representation was made to the Director of Public Instruction and the Chief Minister they were kind enough to agree to consider such cases specially as the affected schools would be only a few and they assured them the staff

of such schools would not be put to any hardship. Unfortunately there was some confusion regarding actual pay and approved pay and accepted pay and we are making our representation in the right way and it is our earnest hope that our request will be considered favourably. We, who have understood our responsibility, do not make any agitation; but we join together and make our representation and we are thankful to the process. After the difficulty gets cleared, it should be our duty to assure the Government of our loyalty to the profession—that we shall continue our work with a view to increasing the quality and quantity of education so that our boys and girls stand first and foremost among the nation. We have the same loyalty to the Management as before if we are serving aided institutions. Now that all categories of schools are getting the same complete compensation from the Department, we would like to have uniform leave rules and uniform special privileges. Owing to the uniform pay scales for teachers, the schools in big towns and cities will find some difficulty in getting teachers because teachers can think of leading a happier and more comfortable life in villages where the cost of living is comparatively low. Last year I had to wait two months to get a teacher for a vacancy, for there is a general dearth of teachers owing to the opening of more schools and more so as many are not attracted to this profession. As such it would be advisable that teachers in city schools are given special allowances such as the House Rent allowance. In this connection it has to be mentioned that the Corporation of Madras is giving this House Rent Allowance which will be considered a better advantage by people taking to this profession.

MANAGEMENTS — Some managements may feel that they are now here in the picture now that the responsibility of paying the staff is taken over by the Department. Managements are still in charge of the institutions and still have the responsibility of maintaining the discipline and efficiently

and the standards of education. They still have the power and authority of appointing the proper staff and dealing with the staff in case of inefficiency or wanton neglect of duties. The task of maintaining the institutions is still in their hands: the school buildings are to be repaired and additions made; proper equipment is to be provided and the usual contingencies are to be met and the rent and taxes are to be paid. All these will cover nearly 25% of the salaries paid to the staff. It is generous on the part of the Education Department to also agree to pay the management's part of the teachers' Provident Fund Contribution; but most of the managements could still find it difficult to meet the other needs as they have no income at all from levy of school fees and as the endowments made for the school are very limited. While constructing buildings or providing furniture the managements have been meeting a good portion of the expenses as the teaching grant received from the Education Department is only limited—a maximum of Rs. 35,000/- for buildings and 50% for the equipments. Now managements may have to depend entirely on Government grants, which should be liberalised. Now that there is no disparity in scales of pay, leave rules and privileges enjoyed by teachers should be of the same level everywhere. While appointing the staff, managements should take into account the previous service and salaries of applicants so that the salary is not less than the salary got previously, while the service of teachers in the new school may be considered for question of seniority and promotion wherever necessary.

PARENTS—Parents have now a vital role to play. Some may feel inclined to neglect their children as they do not pay anything for their education. But they must take it their duty to see children get the best education and the maximum advantage within the limited span of school age. They have to advise children to be diligent and regular and realise that any time wasted in the impressionable age is a

criminal waste which is sure to retard the progress of an advancing nation. As the Government is relieving the burden of educating the young, parents should reciprocate this kindness by doing all they can to multiply the facilities for education in the locality and here comes the School Improvement Scheme. Parents who can afford to spend money, may contribute their mite in constructing additional class rooms, providing equipment for the laboratory or books for the library, securing a good playfield or a shady park wherein the children can relax themselves or read. Some children are too poor to have a square meal and it is the duty of the well-to-do parents to help in providing free midday meal and supplying free uniforms. Even secondhand books and notebooks may be supplied free to the poor and the needy. A mobile library of nicely got-up, useful books, giving useful information for the young or moral stories and short biographies of great men, which could be finished in 30 minutes, may be sent round the principal streets during the evening so that the young boys and girls may be attracted to choose books of their liking and read. Free medical aid too may be arranged for the school children.

Parents should seek the co-operation of the teachers and should often visit the school. Each locality should have a parents' association for the benefit of the parents and the teachers and there should be frequent meetings at which the parents may consider the needs of the school and try to supply the needs. Teachers may themselves invite the parents to the important functions in the school and organise annual camps and exhibitions and invite the parents. Thus a friendly relationship between the parents and the teachers will be established and all will form a happy family working in harmony and co-operation for providing the children an education of a high order.

CHILDREN—The question of children should be studied with great care. Even normally some of them are prone

to play the truant and some tactfully stay outside the school creating an impression to their parents that they are regular at school and prompt in their work. They should be encouraged to acquire and develop regular habits and no opportunity should be given for them to fall into bad ways, to have bad company or to join the unwelcome political or party or social agitations. They should be made to develop a liking for the school and to obey the rules of discipline. There should be among themselves a strong feeling of fraternity which cannot be taken by social, religious or party considerations. They should be made to come regularly to school and work thoroughly and systematically.

Rules should be framed immediately

by which we could discourage (1) late coming, (2) continuous absence, (3) neglect of classwork resulting in detention in the same class, (4) breach of discipline. In higher standards continuous absence is guarded against on account of the insistence of the required percentage of attendance. This may be extended to the lower classes so that the parents may be vigilant and avoid long and continuous absence from schools.

It is thus seen that the responsibility of the teachers, the management and the public is great indeed and it is hoped that with the cooperation of all the new schemes of free education will help wiping out illiteracy and improve the existing standards of education.

ADMINISTRATIVE PROBLEMS

SRI K. KRISHNAMURTHY

Headmaster, George High School, Vishnupuram.

Age of Retirement of Teachers.

Rule 10-A of the M.E.R. needs to be amended as the age of retirement of teachers has been raised to 58 ordinarily.

As a corollary, when teachers are permitted to work in Schools under private management till their sixtieth year, such permission may kindly be accorded upto the 63rd year. This has been permitted by the Government of India as reported in the newspapers.

Recognition: Rule 12. M.E.R.

Schools have to construct temporary thatched sheds to accommodate the increased strength of pupils. These Schools enjoy permanent recognition. Longstanding Schools satisfying most of the conditions of recognition are granted only temporary recognition for short or long periods. Time, labour and cost are involved in obtaining continuance of recognition. Several managements are in short of funds to fulfil all conditions of recognition though attempts are ear-

nestly made within available resources to fulfil all. It is therefore requested that Schools started before 1940 and exempted from building endowment may all be granted Permanent recognition provided they fulfil most of the conditions.

Rule. 13. M.E.R. Pandits.

Hitherto pandits with titles of certificates of proficiency in oriental learning were appointed on a permanent basis. Pandits' Training was prescribed only as professional qualification. By a recent Government order, Pandits' Training is necessary for confirmation. Hence the rule needs amendment.

M.E.R. 18.

The strength of Sections should be wholly restricted to 40 each in the interests of efficiency and of individual attention.

Admissions.

So far admission for Secondary Schools with T.C.'s are concerned, there

may be no deviation. As regards Elementary Schools, though there is integrated syllabus, yet only a small percentage of Schools have teachers teaching only one standard. Several Schools have only plural-class teaching. As such, the syllabus is not covered and standard of efficiency is low and does not even come to the average level. In view of the fact that we have large classes, admissions from Elementary Schools have to be made only after a simple test. The test may be on questions based on the annual examination question papers of the standard lower than that to which the admission is sought. There should be no executive orders not permitting the holding of such tests. Rule 37 (a) of the M.E.R. need not be relaxed.

Fees

Hitherto, Harijan pupils and pupils of the most backward communities are allowed one failure in the lower standards of Secondary Schools and one other failure in the higher standards. Other pupils are allowed only one failure throughout their Secondary School course. It is presumed that no such restriction be in force after the introduction of Free Secondary Education upto Std. XI.

Special Fees.

The several restrictions imposed in the utilisation of special fees are deemed irksome. So long as the special fees under any head are utilised for the purpose for which they are collected, no objection need be taken in audit. Objections are now taken for utilisation of Science fees in the purchase of non-recurring articles, Minor repairs to playground, purchase of carrom-boards for indoor games, Anniversaries of library Associations etc., etc. In Schools where managements have no adequate funds to purchase sound projectors, permission should be given to accumulate balances under Audio-Visual Education Special Fees to have such purchase made, after utilising 50% of the collections towards the purchase of films and filmstrips and for routine expenses towards such education.

Collection of Special Fees.

Rules permit the collection of special fees in two instalments. A pupil leaving the School without T.C. between the first and second instalments does not pay the 2nd instalment. Arrears in such cases can be collected only when the pupil presents himself, if at all, for taking his T.C. The management has no blame in this regard. The amount of such uncollected arrears of special fees is being deducted from the grants due to the School. This appears not just.

New Pattern of Aid.

Under the old pattern, two thirds of the approved deficit, one half of the Dearness Allowance paid and fee-compensation under the 1955-56 Schools-rate of fees were paid as grants. The approved items of expenditure were neither let known in audit nor in audit reports. The managements are in the dark how the approved deficit was arrived at. Requests for an audit code defining what items of expenditure are taken for purposes of grant and other financial implications have not been complied with yet. The surplus, if any, out of the grants received was ploughed into the improvement of the School. An audit code is essential for the guidance of the management.

The new pattern of aid envisages the payment of staff and establishment grant monthly at the approved rates of pay. It is also said that maintenance grant will be paid. The payment of managements' contribution to the T.P.F. is under consideration of Government. The items of expenditure that would be admissible for purposes of maintenance grant have not been defined. Management of Schools opened prior to 1940 have been exempted from building up of endowments. Such Schools have meagre income, or no income worth the name, from endowments. These Schools entirely depend on the code grants, Dearness allowances grants and fee compensations. They will not be able to provide the required share of Rs. 1,500 towards maintenance. Some class-

es are held in thatched sheds which had to be put up consequent on the increased strength. It is learnt that the expenditure incurred towards the rethatching of these sheds once in three or four years is not taken as an approved item of expenditure. Similarly charges on Electricity and some other items are restricted. It is not known how the managements with no income or meagre income from endowments would be able to meet the expenditure under these items in the absence of grants.

It is therefore felt that the old pattern of aid and not the new pattern would be helpful to the managements to run the School properly and on efficient lines. The managements were able to meet the pay-bills of the teachers and establishment and maintenance expenditure under the old pattern of aid. It is, of course, left to the Department to regulate the spending of the surplus funds, if any, left over after meeting the normal and essential expenditure in the up-keep of the School.

PROF. SABHESAN MEMORIAL LECTURE

MRS. SARASWATHY SRINIVASAN

Headmistress, The Girls' High School, Rajah Annamalaipuram, Madras-28.

President, brothers and sisters,

To-day happens to be a happiest day in my life as a Teacher, for I have been bestowed with the unique honour of delivering Prof. Sabesan Memorial Lecture this evening. I heartily thank the President and Secretary of the S.I.T.U. for having given me this opportunity to pay my humble tribute to Prof. Sabesan, who was the founder of the S.I.T.U. and a champion for the cause of teachers. Without sacrificing the high morals and ethics of the teaching profession, Mr. Sabesan laid the foundation for the S.I.T.U. which has grown up into what we see to-day.

I had the proud privilege of knowing Prof. Sabesan when he was the President of the S.I.T.U., when its office was in Triplicane. Ever since I joined the teaching profession in 1941, I have had close contact with the Teachers' organisation through the inspiration I derived from Prof. Sabesan, Mr. Yegnanarayana Iyer, E. H. Parameswaran, Mr. T. P. S. and Mr. S. Natarajan. I used to attend the meetings of the Madras Teachers' Guild. In 1944 I was elected by the Council of Madras Teachers' Guild to represent the Guild in the Executive of the S.I.T.U. Since then I had the good fortune of knowing and moving with Prof. Sabesan. I had a great admiration for his simplicity and

for his devotion to service. I always had a great regard for him and for Mr. Yegnanarayana Iyer. I used to watch their discussions with awe and interest. I can say with confidence that the interest I have taken in the Teachers' organisation was mainly due to the example of Prof. Sabesan, Mr. T. P. S. and Mr. S. Natarajan. Though I happened to be the only active lady member in the Teachers' Guild or in the S.I.T.U. in those days, they never made me feel strange but encouraged me in every respect to take more interest and get devoted to the Organisation.

The first Educational Conference I attended was in the year 1944 at Annamalainagar when Sri N. Gopalaswamy Iyengar presided. As a member representing the Madras Teachers' Guild, I can never forget the experience I had during the inauguration of the Conference. The name of the President was proposed and seconded and I was asked by Prof. Sabesan to support the proposal. Being ignorant of the details I stood up from my seat and said, "I support the proposal" and sat down. I thought that it was more than enough. The next one who spoke on behalf of some other Teachers' Guild, made a long speech about the President and supported the proposal and I was feeling very bad. After the inauguration

someone remarked to me ironically, 'You have made a beautiful speech,' Immediately Prof. Sabesan said, 'Yes, short and sweet and to the point.' That is how I started by experiences.

As all of you know, this Union owes its existence to Prof. Sabesan. No one can forget the devoted work of Prof. Sabesan for the Madras Teachers' Guild and as a founder of the Madras Teachers' Guild Co-operative Society.

As President of the S.I.T.U. Protection Fund, Prof. Sabesan piloted the Institution through many difficulties with great care and circumspection and proved beyond doubt that a body of teachers in South India can and will successfully and efficiently manage a great business organisation for the mutual benefit of the teachers. He was responsible for the financial benefits of the teachers. He was responsible for the financial soundness, strength, solidarity and high level of efficiency of the management of the S.I.T.U. Protection Fund.

It is needless to say, that his dynamic personality and indefatigable energy and tireless work have been responsible for infusing courage and high spirit of the professional solidarity in the minds of the teachers. He tried to restore their self-respect, prestige, and self confidence. On the one hand he fought to improve the service conditions of teachers and on the other for more efficient work by the teachers. It was this balanced outlook that made him the leader of teachers for a long period. By his untiring efforts, he focussed the attention of the Government and the public to the need for educational reform and improvement in the service conditions for the teachers. To this end he used both the Press and Platform very effectively. He was the person who taught the profession that the only way of raising itself is by building up professional solidarity and through its organisational growth. His success in varied walks of life was mainly a success of character. With love for all and prejudice for none, he was noted for his uprightness of character. Simplicity, affable and straightforward na-

ture, work without fear or favour were the qualities which every teacher should try to emulate.

Sabesan's success as leader was chiefly in his instinct to find the right man for the job. He was always ready to acknowledge merit in others. When there was objection to assigning a piece of work to one merely on the ground that one lacked status, Sabesan would never yield. He would disarm opposition through tactful persuasion. It had been his constant endeavour to see that every teacher, no matter to which grade he belonged should have the opportunity of thinking wisely, dispassionately and generously. The meetings over which he presided were always marked by orderliness. He would never raise his voice but when he did, it had a chastening effect on the audience. It will be interesting to go through a portion of the address given by Prof. Sabesan as far back as 1929 and how that is true even now. He stated that the politician should be made to realise the necessity for formulating in respect of Education, a programme more or less on the following lines.

"Allow teachers freedom in the practice of their art ; relieve them from the fret of endless worry and from the harassing anxieties which arise from unduly straitened means ; place them in conditions favourable to healthy and active work ; entrust them with sufficiently small classes ; secure for them the leisure necessary for private study and for the fresh preparation of each lesson ; give them access to the books, pictures, instruments, works of reference and materials of various sorts which are needed by all who try to teach in a really interesting way the elements of a large number of different subjects ; above all, make them realise that the large nation appreciates the far-reaching value of their work and its almost sacred importance ; see that these teachers supported by the sympathy and confidence of the children and guided by the growth and developing natures of the children themselves, feel their way from point to point in this fascinating art of teaching, valuing tradition and yet able at need to discard it, helped by theory

but always testing theory by practice and calling into the service of their schools each of the essentials of true culture—Nature studies and literary interests, manual training and artistic expression, physical training and moral discipline, according to the different needs of their pupils and their own quick sense of the needs of the place and time.” Everywhere he went he appealed to the teachers to join the Union and subscribe to the official journal, *The South Indian Teacher* an instrument whereby, public opinion can be influenced and which also proved an excellent medium of communication, thereby strengthening the Union and in creating among teachers a faith in the organisation and a great sense of brotherhood.

As a Professor in Madras Christian College, he was very popular figure liked by one and all whether Botany students or otherwise. He won their esteem affection and respect by the sheer force and charm of his personality, geniality of temper and impressiveness in teaching. He was considered one of the best teachers of Botany. He was both a scholar in Science and a good teacher. As stated by one of his colleagues, ‘He was gentle, generous, candid and honest, imbued with a sense of discipline, He had all the qualities which answer to the definition of man given by Shakespeare “the elements so mix in him that nature may stand up and say to all his friends ‘THIS IS A MAN.’ When Prof. Sabesan retired, his Principal remarked that his departure had left a gap which could not easily be filled.

Sri S. R. Ranganathan, in his article 10000 hours with Prof. Sabesan, has brought out Sabesan’s dedication to Education for a period of 27 years. Their friendship was mainly due to their interests in Education. Most of their evening walks brought out topics of varied problems, discussed at different levels. They used to spend their time in pursuit of educational thought. Their informal discussions facilitated the formulation of proposals for the consideration of the Guild and for mobilising thought for presentation in other formal gatherings. All stages of

education, Elementary, Secondary, Collegiate, Post Graduate and Adult Education were covered in their discussions. They used to discuss about *South Indian Teacher* and how it could be improved and they felt that the journal should be the medium of clearance for actualities in the educational experience and experiments of the creative members of the teaching profession of our Province.

The message of Professor Sabesan’s life to the teachers is work—chastity. He practised it consciously or unconsciously all through his life.

To-day when we are paying homage to Prof. Sabesan, I want to deal with the subject “Dedication to Education,” which was the life and breath of Sri Sabesan.

Teaching is a most sacred calling. People must not embrace this calling unless they have the urge within. Why should a very high standard of equipment and conduct be expected of the teachers alone? It is because of the nature of the work that he has to do. It is entirely different from and highly superior to the work of the members of any other profession. He deals with the most precious material, the souls of pupils, in their plastic period. His mistakes and errors affect an entire generation and harm done by him percolates down to succeeding generation also. Having chosen the profession, he must rise up to its expectations, to be true to his salt. He has to equip himself for his task. Even if he has been otherwise before joining the profession, he must reform himself to be worthy of the calling when he has embraced it. If he is not doing it and if he marks time having always in mind the salary date, he is a disgrace to the profession and a curse on the Society. He is not a mere wage earner. He must have a high estimate of himself, not thinking of his labours in terms of the salary, but thinking of the hearts he has won and the minds he has moulded. The teacher is cherished for ever and ever. Even to-day we hear affectionate and reverential references made to great teachers and professors like Dr. Miller, Dr. Skinner, Prof. Sabesan, Rt. Hon.

Sastry, Miss Gerrard and Miss Brockway. That is a great monument that they have built for themselves by means of their devoted work. The nature of the profession is such that it definitely demands a spirit of service and sacrifice and an attitude to work. Sincerity of purpose and earnestness of endeavour are the two wings of success.

A well knit organisation is any day stronger than an individual. Knowledge is a composite whole and cannot be compartmentalised. Education is a co-operative effort. All kinds of teachers. Elementary, Secondary Collegiate, Pandits, Drawing and P.T. Masters, have an important role to play. It may not be fair to make any distinction amongst them. We all form a glorious band engaged in the common work which is a sacred one of training youngsters. Then our organisation becomes a homogenous body promoting solidarity, becomes a laboratory to carry on experiments in practical educational endeavour. It gives us the much needed and most valuable opportunity of consulting one another, enriching our experience and devising ways and means for concerned action in the best interests of the Institution.

We are now passing through critical times. Loose thinking and confused planning are in evidence everywhere. There is a deterioration in moral standards. Much store is not set by the higher values of life. The one ruling passion of people seems to be to get on somehow, irrespective of the means employed and the methods pursued. There seems to be a mad rush for power and pelf. Self-aggrandizement instead of a spirit of helpfulness, competition instead of co-operation, scramble for authority instead of a zeal for service—these have seized men in a death like grip. In the field of education also policies and programmes are changing rapidly. Fortunately or unfortunately Education is a subject about which everybody feels he can say something. Any other profession will not give room for this. A doctor will not allow you

to dictate the prescription. A lawyer will not argue the case as you want him to do. They will not tolerate any interference with their line of thought and course of action. They regard themselves as experts in their own respective fields. But with regard to our profession persons other than those in the profession seem to think they are experts to give us advice, because they feel or rather look upon teaching as a side business and not a sacred calling. There is no use blaming society; we have to blame ourselves to a certain extent. No doubt, Education is not the monopoly of teachers alone. It is a comprehensive and life long process. Several forces and agencies have necessarily to contribute to the Education of a child. But their influence should only be indirect and incidental. Education has been made a jumble instead of being a clearly defined programme, because teachers do not make themselves felt. The result is policies are enunciated, programmes are drawn up in such a way that bewilders teachers. Things will, perhaps, continue to be like this till such time the teachers assert their views and make their presence felt. The teachers' responsibilities are now greater than ever before.

Concerted action on the part of teachers in a spirit of perfect co-operation is all the more necessary at the present time. We have to keep our minds open without any political bias. It is not reasonable to cling to worn out theories and condemn everything that is new. We have to examine the question. Accept it if it is good and express dissatisfaction if we think it is defective. There is no use playing hide and seek with our own feelings. We are entitled to express our honest opinions based upon experience. It is as much our duty as it is our right to express our views. Let us learn to express our clear cut views on important problems through our Association without fear or favour. Sure our suggestions will be paid heed to, if they are proper and reasonable and well represented.

54th MADRAS STATE EDUCATIOAL CONFERENCE, KUMBAKONAM

Resolutions passed at the Conference

1. *Special Resolution :*

This Conference requests the Government to give its due and legitimate place as a discipline to "History and Geography" in the S.S.L.C. Curriculum, both as one of the core subjects and as one of the electives.

2. *General :*

1. This Conference welcomes the Madras State Government's Scheme of Free Education.

2. This Conference urges that arrangements may be made by the Government for the payment of salaries of the staff of all schools on the 1st of the succeeding month.

3. This Conference thanks the Government for fixing the pupil-teacher ratio in such a way as to make the number of pupils less in the interest of education, and requests that the order be implemented from the reopening of schools in June, 1964.

4. This Conference thanks the Government for modifying the G.O. relating to Tamil Pandits without training qualification and requests the Government to allow the usual increments till they are deputed for training.

5. This Conference thanks the Government for allowing weightage in fixing the salaries of Secondary Grade teachers going from Elementary schools to Secondary schools and requests that similar weightage may be given for Secondary Grade teachers leaving Secondary schools and joining Elementary schools.

3. *Security of Service :*

This Conference requests the Government to insist on service agreement in the case of non-teaching staff including the last grade servants, with a view to ensuring security of service.

4. *Scales, Pay and Allowance :*

This Conference resolves to request the Government (1) To sanction House Rent allowance to teaching and non-teaching staff.

(2) To grant an allowance of Rs. 30, per mensem to both the grades of Engineering instructors.

(3) To grant a duty allowance to Headmasters of Elementary Schools as under : (i) Rs. 10 per mensem in schools with a strength of 500 and above, (ii) Rs. 7 per mensem in schools with a strength of less than 500.

(4) To extend to Drawing and Sewing Instructors with T.T.C. the benefit of the special pay of Rs. 5 permissible to some categories of teachers with T.T.C.

(5) To reiterate the resolution passed at the previous State Education Conference regarding the pay of Secondary Grade Teachers.

(6) To raise the scales of pay of the following grades of teachers as below :

(i) Higher Grade Teachers 80-2-100.

(ii) Full time Pre-Vocational Instructors 80-2-100.

(7) To extend to aided Secondary Schools the same leave rules now observed in Government Secondary Schools.

(8) To provide for all categories of teachers in the City of Madras the allowances and privileges that are enjoyed by Central Government Servants in A class cities.

5. *Age of Retirement :*

This Conference requests the Government to raise to 60 the age of retirement of teachers under all managements and to permit managements of schools to keep in service teachers till they complete 63.

6. *Leave Privileges :*

1. This Conference requests the Government to institute a selection grade with a higher scale of pay for all categories of teachers.

2. This Conference reiterates the resolution passed last year requesting the Government to grant free medical aid to teachers and their dependants as in case of Government servants.

3. This Conference requests the Government to retain the teachers' constituency.

4. This Conference requests the government to extend the right of voting for teachers' constituency to Elementary School teachers also.

5. This Conference requests the Government to allow the Secondary Grade teachers the scale pertaining to this grade irrespective of the post they hold whether it is in Elementary School or Secondary School.

6. To enhance the maintenance grant to non-fee-levying Elementary Schools in view of the high cost of equipment and building materials.

7. *Difficulties :*

1. This Conference requests the Government to take off the responsibility of effecting payments of Aided Elementary Schools from the Panchayat Union Councils and to entrust the responsibility to Educational officers.

2. To entrust to the Panchayats the task of providing free mid-day meals to children in Aided Elementary Schools as the teaching staff who now do it, have to waste much of their time not only in preparing meals but also in getting funds to supplement what is granted under the scheme.

3. To increase the number of seats for Pandits' training so as to get as many trained Pandits as possible and also to extend rapidly the benefit of training to Pandits in service.

8. *Miscellaneous :*

1. This Conference requests the Government to revive the granting of Railway concession to teachers, which was stopped temporarily owing to National Emergency.

2. To revise liberally the remuneration of Chief Examiners and Assistant Examiners as well as the Superintendents and Chief Superintendents.

3. To give the Assistant Examiners for S.S.L.C. Examinations four consecutive chances as in the case of Chief Examiners.

4. To extend to 58 the age limit for eligibility of Chief Examinership and Assistant Examinership for S.S.L.C. Examinations.

This Conference places on record its sorrow over the loss of many precious young lives recently at Madurai consequent on the collapse of the Saraswathi Vidyalaya School building and resolves to convey our sympathies to the parents of the victims.

'EDUCATIONAL INDIA'

The Journal entering on the
30th year of useful service



FRANK OPINION : "Educational India" which has done so much to clarify successfully all the problems of education, will be of the greatest help to all educationists and others interested in education.

Dr. A. Lakshmanaswamy Mudaliar.



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THE SOUTH INDIA TEACHERS' UNION

**Meeting of the Executive Committee held at 11 a.m.
on Saturday, 4th July, 1964 at the Office of the Union,
Raja Annamalaipuram, Madras-28**

A meeting of the Executive was held at 11 a.m. on Saturday, 4th July, 1964, at the Office of the Union with Sri A. K. Sitaraman, President, in the chair.

Members Present: Messrs. A. K. Sitaraman, T. S. Rajagopalan, V. S. Saravanan, R. Rajamanikam, D. Sebastian, V. Perumal, V. Antoniswami, L. Mariapragasam, C. Ranganatha Iyengar, S. S. Avadanar, V. Minakshisundaram, N. Shanmugam, P. R. Subramaniam, S. S. Arogyaswami, A. M. Kanniappa Mudaliar, S. Ganapathi, P. V. Ramaswami, S. Natarajan, G. Krishnamurti, M.L.C., and Srimati Saraswathi Srinivasan, Messrs. K. V. Rajagopala Iyer, M. D. Srinivasachariar, A. Nargunam, M. Victor John Selvaraj, J. Luther Asirvatham.

1. A resolution of condolence was passed regarding the passing away of Pandit Jawaharlal Nehru, Prime Minister.

2. After silent prayers, the members introduced themselves. Sri T. S. Rajagopalan, Secretary, read the minutes of previous Executive Board Meeting, which were adopted with the deletion of the words AS NO REPLY HAD BEEN RECEIVED FOR APPEALS REGARDING in the paragraph relating the portraits of Sri C. Ranganatha Iyengar and the late Sri T. P. Srinivasavaradan. The first sentence should hence read: The Secretary reported that the portraits of Sri C. Ranganatha Iyengar and the late Sri T. P. Srinivasavaradan had been prepared by the Union. Sri S. Natarajan regretted that no intimation regarding the above portraits nor any request from the Union to serve on the Committee constituted to revise the rules regarding the, election of office-bearers, had been sent.

3. The following members were unanimously elected members of the Wor-

king Committee: Sri A. Nargunam, Sri N. Victor John Selvaraj, Sri S. Ganapathy, S. S. Narayanaswami and P. R. Subramaniam. The President nominated Sri S. Subba Rao and K. V. Rajagopala Iyer to serve on the Working Committee.

4. A sub-committee comprising the following members was appointed to consider the desirability of introducing any change in the rules relating to the election of office-bearers at the General-Body Meeting and to consider the draft rules prepared by Sri T. S. Rajagopalan, Secretary: Sri D. Sebastian, Sri Rajamanickam, Sri S. Natarajan, Sri A. K. Sitaraman and Sri T. S. Rajagopalan.

5. The Executive Board then took up for discussion the reduction in the salaries of teachers of aided schools consequent on the implementation of the free educational scheme. Sri T. S. Rajagopalan, Secretary, said that statistics had been called for and analysed and that about 5000 teachers might be affected. He explained why a deputation could not wait on the Chief Minister and apprised the members of the steps taken by the Union. Sri G. Krishnamurti, M.L.C., Ex-President, urged the District Guilds to follow the lead given by the Madras Teachers' Guild. While all the members were in full sympathy with the teachers in this crisis, many were not in favour of organising any demonstration or resorting to any violent form of agitation which would not be in keeping with the dignity of the profession. The following recommendations were made by the executive:

(i) The Executive Board notes with deep concern the adverse effect on the salaries of teachers caused by the payment of grant to the staff according

to Government Scales in accordance with the present grant-in-aid code as the basis of approved salary without taking note of the existing contract between the management and the staff of aided Secondary Schools. This adverse effect at a time when prices are soaring up and school employees like other public servants, are looking forward for further increase of salaries, has caused a very great hardship on teachers. It therefore urges the Government to reconsider its decision in respect of payment of grants on the basis of approved scales and order that grants be paid in accordance with contracts between the managements and their employees. In the opinion of the Board these contracts have had the approval of the Government as they are scrutinised by the inspecting officers and auditors and taken note of in the financial statement and teachers' provident fund contributions have been on the basis of these scales. The Executive Board calls upon all its affiliated associations to hold meetings on 11th July and pass the above resolution and communicate the same to the authorities.

(ii) The Executive Board requests teachers' representatives in the Legislative Council to present to the Chairman of the Legislative Council and through him to the Government a memorandum which the Executive will prepare in circulation, and send to them.

(iii) The Board authorises the President to secure the Cooperation of the representatives of Aided Managements' Association and arrange for a joint deputation to the Education Minister and represent the above recommendation.

(iv) The Board would request the President to report to the Executive by 15th August, 1964, the action taken so that the Board may review the position and decide on further action.

6. Sri T. S. Rajagopalan, Secretary, was authorised by the Board to arrange for the Education Week celebrations for the year 1964-65.

7. Sri T. S. Rajagopalan, Secretary, read out the letters sent by the Auditor regarding the accounts of the Union

and remarked with regret that the accounts could have been kept in a better condition. The treasurer explained that the defects were due to the clerks, who left without proper notice and these could be rectified according to instructions from the auditor. The letters were recorded and the Board resolved to request the Auditor to audit the accounts quickly.

8. Sri S. Natarajan's letter regarding the additions to the Golden Jubilee Building with a view to providing greater facilities to Sabhesan Bala Brindavan, was placed before the Board. The members expressed that the Union should keep its right and access to the building and that legal opinion should be called for bearing this in mind. They would be finalised at the next meeting of the Board.

9. It was resolved to donate a sum of Rs. 50 out of the Union's funds, for Sabhesan Bala Brindavan.

10. It was resolved to request Sri M. D. Srinivasachariar to be the internal auditor.

11. Sri S. S. Narayanaswami was elected to the Board of Directors of the S.I.T.U. Publications in place of late Sri T. P. Srinivasavaradhan.

12. Sri S. Natarajan proposed that one representative each from the S.I.T.U. Council of Educational Research and the S.I.T.U. Publications may be asked to be sent from the two organisations as representatives to the Executive Board of the S.I.T.U. in the same manner as the S.I.T.U. has representations in those organisations.

The proposal was agreed to and will be incorporated in the rules of the Union according to the usual procedures for the addition of new rules to the Constitution of the S.I.T.U. Meanwhile the President suggested that the two organisations could be asked to send the names of their representatives and they might be regarded as invitees to the Executive Meetings till the rules of the S.I.T.U. make provision for the addition of the rules.

With a vote of thanks proposed by Sri T. S. Rajagopalan, Secretary, the meeting terminated.

**Minutes of the Meeting of Working Committee held at 4 p.m.
on Saturday, 4th July 1964 at the Office of the Union,
Raja Annamalaipuram, Madras-28**

Chairman: Sri A. K. Sitaraman, President.

Members present: Messrs A. K. Sitaraman, T. S. Rajagopalan, V. S. Saravanan, C. Ranganatha Iyengar, J. Luther Asirvatham, D. Sebastian, V. Perumal, A. Nargunam, L. Mariapragasam, S. Subba Rao, K. V. Rajagopala Iyer, S. S. Narayanaswami, S. Ganapathi, P. R. Subramaniam, V. Antoniswami, R. Rajamanickam, N. Shanmugam.

1. It was resolved that Sri C. Ranganatha Iyengar be the Journal Secretary for the year 1964-65 and that Sri P. V. Ramaswami Iyer, Additional Journal Secretary.

2. The budget for the year 1964-65 was approved.

3. Resolved that with effect from 6th July, 1964, the accounts of the Union be operated jointly by the Treasurer, Sri L. Mariapragasam, and the Secretary, Sri T. S. Rajagopalan, or the President, Sri A. K. Sitaraman.

4. Resolved that with effect from 6th July 1964, the accounts of the *South Indian Teacher* and *Balar Kalvi* be operated jointly by the Journal Secretary, Sri C. Ranganatha Iyengar, and the Treasurer, Sri L. Mariapragasam or the President, Sri A. K. Sitaraman.

With a vote of thanks to the President and the members present, the meeting came to an end.

SEMINAR READINGS, PROGRAMME 1964-65

Issued by

Directorate of Extension Programmes for Secondary Education

National Council of Educational Research and Training, New Delhi

It is recognised that teachers, educational administrators and other educational workers have, out of their experience and knowledge, a great contribution to make to an understanding and clarification of the various educational issues. With this realisation, a Programme of Seminar Readings has been initiated by the Directorate of Extension Programmes for Secondary Education, Delhi, in co-operation with State Departments of Education and the Departments of Extension Services in Training Colleges.

PURPOSES

— The object of the Programme is to provide to teachers and other educationists a means of making significant educational experiences widely known.

— This Programme could stimulate thinking and through the writing of papers enable educationists to share with others the experience they have acquired and the knowledge they have gained by study and experimentation. This will enrich educational thought and practice.

PARTICIPANTS

We invite

- teachers of secondary schools
- educational administrators
- teachers in training Colleges and University Departments of Education,
- research workers and students of education to participate in the Programme.

Participants will contribute PAPERS on any one of the themes listed at the end.

RULES

- The paper may be written in any modern Indian language in use in schools or in English.
- If a paper has been written in a modern Indian language and is selected for all-India reading, the contributor will be requested to make available an English translation of the paper.
- The paper may be from 2,000—2,500 words.
- The paper may be based on experience or on the results of any experiment, research or study that may have been carried out by the contributor. The paper may deal with a topic in its philosophical or historical aspect or be based on practical experience.
- The paper will be presented by a single individual and not jointly by two or more than two individuals.

PROCEDURE

- Four copies of the paper should be sent to the nearest Extension Services Department of a secondary training college of the State by 15th September, 1964.
- Each Extension Centre/Unit will on receipt of the papers submit them to a panel of three judges who will select the ten best among them. The Centre/Unit will then organise a reading and discussion of the same during *September and October, 1964*, in order to provide writers and other educationists an opportunity to discuss in some detail the various issues raised in the papers.
- Each Centre/Unit will then send these ten papers to the State Department of Education by 1st November, 1964 for a contest at the state level. All papers received from the different Centres/Units will be sent by the State Department to a panel of judges who will in turn select the ten best among them for a state level discussion and for onward transmission to Delhi for the All-India Contest. State Department of Education are being requested to conduct the contest at the state level between November 1964 and January 15,

1965. The ten best papers are to be sent up for the All India Contest by 31st January, 1965.

- The final selection from among the best papers received will be on an All India basis and will be organised by the Directorate of Extension Programmes for Secondary Education, at Delhi during *February and March 1965*. The selected papers will be published for wide circulation and an award of Rs. 500/- will be given to each contributor whose contribution is adjudged outstanding.

TOPICS

For 1964-65 contributions are invited on the following topics :—

Remedial programmes for backward pupils.

A tried out Programme for developing better reading habits.

What methods of teaching will be suitable for large classes?

How to plan an effective follow-up of school inspection?

Community resources for improving class-room practices.

Reorganization of the school time-table for effective utilisation of the school building, equipment and teaching personnel.

Examination marks—their use and interpretation.

My concept of a good evaluation programme in a secondary school.

Role of organisations of teaching personnel in the professional growth of teachers.

School excursions for enriching class room teaching.

Education for international understanding.

Contribution of secondary education to building attitudes, mental processes and values needed for Indian development.

Role of teachers in educational planning.

Note : All those who are interested in contributing papers may send them to :

Hon. Director,
Dept. of Extension Service,
St. Christopher's Training College,
Vepery, Madras-7.

NEWS AND NOTES

LIFCO HONOUR P & T PERSONNEL

The Little Flower Co., Publishers, T. Nagar, Madras-17 got up a pleasant function at "WOODLANDS," Mylapore, Madras-4 on Sunday the 5th of April 1964 to honour P & T Personnel in Madras City. Sri S. R. Bhashyam, Postmaster-General was the Chief Guest.

A notable feature of the function was that besides several top-ranking P & T Officers in the City like the Directors of Posts & Telegraphs, Presidency Postmaster and Superintendents of Post Offices and R.M.S., almost all the Sub Postmasters of about 130 Town Sub Offices in the City attended the Tea-Party. The Publishers distributed copies of a free booklet entitled "Some Representations and Suggestions Regarding P & T Matters" to the invitees.

The function commenced with a prayer by Sri V. Venkatesan, Manager, LIFCO. Sri V. P. V. Rajan, Editor, The MAIL, presided. Sri T. N. C. Varadan, Partner, The Little Flower Co., read the messages received from H. H. the Jeer of Parakala Mutt, Mysore, Dr. Zakir Hussain, Vice-President of India, Shri Bhagavati, Dy. Minister of Post & Telegraphs, Sri C. R. Pattabhiraman, Dy. Minister for Labour Employment and Planning, Govt. of India, Sri S. S. Anantakrishnan, Chairman, P & T Services Selection Board, Shri Sadanand G. Bhatkal, Editor, THE INDIAN PUBLISHER AND BOOKSELLER, Bombay, Sri Bhaktavatsalam, Chief Minister, Madras and a host of other dignitaries all over India.

Sri V. S. Krishnaswami Iyengar, B.A., L.T., Editor The Little Flower Co., read out an address of welcome in the shape of a poem specially composed for the occasion.

Sri V. Krishnaswami Sarma, Founder and Hony. Adviser, The Little Flower Co., then delivered a speech welcoming the gathering. At the outset, Sri Sarma paid glowing tributes to the selfless service rendered by the P & T officials and explained at length how he has been intimately connected with the P & T Department for the past nearly three decades.

In the course of his speech Sri Sarma made several useful suggestions not only for toning up the efficiency of the Department but also to bring the public and postal staff more closely together. The most important among the suggestions are the following :

- (1) That an all-women's section of the Post Office may be introduced to function outside office hours, especially near big factories and work-shop so that the Women-folk may find it easy to transact their business and to make greater use of the Postal Savings Bank.
- (2) That the Sheriff of Madras, in collaboration with the Postmaster-General, should call for periodic meetings of businessmen, officials, Teachers and Lecturers, at which matters and innovations relating to Postal work might be explained by P & T officials and discussed so that the public might

THE JUNIOR SCIENTIST

RAJA ANNAMALAIPURAM,

MADRAS-28.

This is a fortnightly Journal in English. It brings to our boys and girls interesting informative, Scientifically accurate and Challenging news items.

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co-operate with the department and secure for themselves speedy and sure disposal of their postal transactions.

Sri A. G. Venkatachari, Asst. Editor *The Dinamani* released LIFCO's new publication entitled "KNOW ABOUT POSTS, TELEGRAPHS & TELEPHONES" and presented a copy of it to Sri S. R. Bhashyam, Postmaster-General.

Sri S. R. Bhashyam, Postmaster-General, Madras who spoke next, praised the LIFCO BOOKS and the Services rendered by the LIFCO in general and the new publication in particular. He exhorted the officials of the P & T Department to remember that they are members of a public utility service and to be prepared to serve the public in spite of personal inconveniences, if need be.

Sri V. P. V. Rajan, Editor, *The Mail* who presided praised LIFCO'S new publication which would be useful to both officials and non-officials for reference.

Sri Sarma announced a contribution of Rs. 25/- towards the relief of parents and teachers affected by the school tragedy of Madurai. The gathering observed two minutes' silence in memory of those who died in the tragedy.

Sri R. Narayanan, M.A, B.L., Advocate, Madras, proposed a vote of thanks.

CUT IN THE SALARIES OF THE STAFF OF AIDED SECONDARY SCHOOLS

In response to the suggestion made by the Executive of the S.I.T.U. at the meeting on 4-7-64, several District Guilds and Teachers' Associations affiliated to them have held meetings on 11-7-64 and passed resolutions requesting the Government to honour the pay scales given by the Managements and urging the teacher representatives in the Legislative Council to represent the matter to the Government through the President of the Legislative Council. Several Guilds have appealed to the Managements of affected schools to co-operate with them and to arrange a joint deputation to the Education Minister.

The various District Guilds and the Teachers' Association affiliated to them deserve our thanks for responding readily to our suggestion. The Managements of aided Secondary Schools, we are happy to mention, are extending their fullest cooperation and we learn that the Authorities in charge of Education will consider our case sympathetically and see that no employee suffers any reduction in the salary.

As suggested by the Executive Board, the matter will be reviewed about 15-8-64 in case no satisfactory solution is arrived at.

YOUNG BRITISH TEACHER TO HITCH-HIKE TO INDIA.

A 21-year-old Briton who teaches Indian children at a school in Northern England is preparing to hitch-hike alone to India, where he aims to gain first-hand knowledge of the people and their customs.

He is Mr. Alan Shaw, art and crafts teacher at Spring Grove Primary School, Huddersfield. He has been granted six months' leave of absence by the local education authority.

In an interview yesterday (June 18), Mr. Shaw said: "I feel it is important to understand and appreciate the way of life of the Indian people, and my visit should prove of immense value in my future work."

Mr. Shaw, who proposes to leave Britain towards the end of July, has been given names and addresses of relatives of pupils on whom to call when he reaches their home districts.

Mr. Shaw hopes to tour some schools in India to see the sort of craft training given. He also feels he should be able to learn a little of the languages spoken in India during his travels. "When I resume my teaching duties in January 1965, the children will be interested to hear the things I saw and it would help if I could speak their tongue," he said.

To overcome the language problem when immigrant children first start at his school, they are put in classes which concentrate on teaching them English. When they have grasped the language

sufficiently, they are transferred to the classes following the normal curriculum.

Mr. Shaw has taught at the school for

past 12 months, and especially enjoys teaching Indian children. "They are eager to understand and be understood," he said. (B.I.S)

OUR LETTER BOX

MADRAS M.A.

It is really distressing to note that hundreds of trained graduate teachers working in recognised secondary schools in the state have been unjustly deprived of their privilege to appear for more than one, Master of Arts Degree examination of the University of Madras in humanities. The vast and voluminous syllabus for social studies in schools requires a thorough knowledge of subjects like history, economics, politics and public administration. But the recent decision of the Syndicate of the University does not permit such bonafide teachers to equip themselves with the maximum knowledge to im-

part efficient instructions to the young children entrusted to their care. Now under the new regulations these trained graduate teachers can take up only one M.A., Degree. This change came all of a sudden that it caused despair and disappointment to so many teachers who were vigorously preparing for another M.A., degree examination in different subject. The Vice-Chancellor promised full consideration in reply to a memorandum recently submitted to him by a deputation of five members but nothing had been done so far. Therefore it is sincerely hoped that the authorities of the University will soon revoke this decision.

P. JAGADEESAN.

OUR BOOKSHELF

(1) *Adventures in English* by Fordham, 2 s. 6 d. (2) *Preamble and Tale of Chaucer's Wife of Bath* by Beck, 8 s. 6 d. (3) *Right from the Start Arithmetic Book 3* by Schonell, 4 s. (4) *Right from the Start Arithmetic Answer Book 3* by Schonell, 1 s. 6 d. (All Published by Oliver and Boyd Ltd., 14, High Street, Edinburg).

(1) There are six chapters in this book. Every chapter is an adventure. The reader is invited to play a part in each adventure solving the mystery or deciding the best course of activity taken in an emergency. Every adventure will give rise to interesting class debates on subjects which lend themselves to very strong opinions for and against. Suitable for IX Standard pupils.

(2) This book is suitable for Junior University Students who may interest

themselves in reading "Chaucer's Tales." This particular Tale "The Tales of the Wife of Bath" will appeal to the student reader as the most memorable of the stories.

(3) & (4). These books are Arithmetical Exercises and the Answers to the Questions. These exercises give a thorough grounding in such arithmetic as may be reasonably required of children at the end of their primary school course.

Receipt of the following publications is thankfully acknowledged.

(1) *Programmed Learning* — 1964, May, Vol. I, No. 1. Journal of the Association for Programmed Learning, 7 s. 6 d. net per year. (6a, Winchester Road, London, N.W. 3.

(2) *Commonwealth Today*, No. 107.

(3) *This is Britain*—Vol. V, No. 12, June 14, 1964.